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ABSTRACT
         A taxonomy for use in data gathering was developed
and adapted. There are three types of activity in community service
programs: (1) those designed to assist community members who are
seeking to improve their own lives, (2) those designed to assist
existing community organizations in establishing cooperative
alliances to meet community-wide needs, and (3) those designed to
procure or coordinate the human and material resources required to
implement an effective program. A designated administrator from each
of 12 colleges rated the scope and quality of current implementations
of community services functions in their respective colleges.
Responses are given in tabular form. Faculty response focused on the
degree of relevance faculty members might assign to various
functions. These responses are also given in tabular form. Results
indicate that conditions for increasing development of community
services are favorable. (CK)

A STUDY OF COMMUNITY SERVICES DEVELOPMENT

AND

POTENTIAL IN SEATTLE AREA COMMUNITY COLLEGES

WITH

IMPLICATIONS FOR INFORMATIONAL SYSTEMS

BY

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November 30, 1970

I. Defining Community Services Functions

In a recent national study, an associate Dr. Gunder Myran has sought consensus for an appropriate definition of the term "community services." After analyzing responses from 192 staff members involved in community services programs, he has extracted the following definition:

Community services are those action programs of the college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group, and community needs.

In an earlier effort to clarify the range of activities included in community services, the writer developed a taxonomy of community services. This taxonomy* was adapted for use in data gathering in the Seattle area study. (The instruments are attached in the appendices.)

Stated in the simplest form possible, there seem to be three types of activity in the community services programs: (1) those activities designed to assist community members who are seeking individually or through informal groups to improve their own lives; (2) those activities designed to assist existing community organizations in establishing cooperative alliances to meet community wide needs; and (3) those activities designed to procure or coordinate the human and material resources required to implement an effective program. In short, the comprehensive community services program concerns itself with Individual Development, Community Development, and Program Development in an arena that includes the campus but extends well beyond it.

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* For fully defined taxonomy and survey instruments see appendix.

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II. Self-Appraisal of Current Programs

The Directors of Community Services or a designated administrator from each of the twelve colleges were asked to rate the scope and quality of current implementations of community services functions in their respective colleges. If a given function had not been implemented they were asked to estimate the need for the function.

A typical classroom grading scale was employed as follows:

Rating Symbols	Scope	Quality
A - (5 points)	Very Broad	Very Good
B - (4 points)	Broad	Good
C - (3 points)	In-Between	In-Between
D - (2 points)	Limited	Poor
E - (1 point)	Very Limited	Very Poor

By assigning equal importance to scope and quality it was possible to add the point totals for each function and derive a self-estimate of adequacy. Furthermore, by assuming that a reasonable level of adequacy (self-rated, of course) was reflected by a combined score of seven or more on a 10 point scale, it was possible to determine the number of colleges which achieved self-rated levels of "adequacy" for each of the various functions. Admittedly such a devise can only give a very rough idea of current development within the consortium.

Table I indicates the number of colleges with a self-rated "adequacy" of seven (C+) or better. Examination of the table indicates that the majority of colleges in the Seattle area consortium have rated themselves as at least "adequate" in implementation of only six functions. Though these ratings do not indicate the probability of highly developed programs, it represents a nucleus of development from which a comprehensive program can be achieved in a relatively short period of time.

TABLE I

Individual Development

Community Guidance - Providing community members with
opportunities for self-discovery and development
through individual and group counseling processes;
e.g., aptitude-interest testing, individual interviews,
career information, job placement, family life, etc.   5 colleges

Educational Extension - Increasing the accessibility
of the regular courses and curricula of college by
extending their availability to the community-at-
large; e.g., evening classes, TV courses, "weekend
college," neighborhood extension centers.   8 colleges *

Educational Expansion - Programming a variety of
educational, up-grading and new career opportunities
which reach beyond the traditional limitations of
college credit restrictions; e.g., institutes, semi-
nars, tours, short courses, contractual in-plant
training, etc.   5 colleges

Social Outreach - Organizing programs to increase
the earning power, educational level, and political
influence of disadvantaged; e.g., ADC mothers, unemployed
males, educationally deprived youth, welfare recipients,
etc.   4 colleges

Cultural Development - Expanding opportunities for
community members to participate in a variety of
cultural activities; e.g., fine art series, art
festivals, artists in residence, community theatre, etc.   4 colleges

Leisure Time Activity - Expanding opportunities for
community members to participate in a variety of
recreational activities; e.g. sports instruction,
outdoor education, summer youth programs, senior citizen
activities, etc.   6 colleges*

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* Represents a majority of the eleven reporting colleges

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TABLE I
(continued)

Community Development

Community Analysis - collecting and analyzing significant
data which reflect existing and emerging needs of the
community, and which can serve as a basis for developing
the community service program of the college; e.g.,
analyzing census tracts, analyzing manpower data, con-
ducting problem oriented studies, identifying roles and
goals of organizations, etc.   1 college

Inter-agency Cooperation - Establishing adequate link·
age with related programs of the college and community
to supplement and coordinate rather than duplicate
existing programs: e.g., calendar coordination, infor-
mation exchange, joint committee work, etc.   4 colleges

Advisory Liaison - Identifying and involving (in an
advisory capacity) key members of the various sub-
groups with whom cooperative programs are being
planned; e.g., community services advisory council,
ad hoc advisory committee, etc.   3 colleges

Public Forums - Developing activities designed to
stimulate interest and understanding of local, national
and world problems; e.g., public affairs pamphlets,
"town" meetings, TV symposiums, etc.   4 colleges

Civic Action - Participating in cooperative efforts
with local government, business, industry, professions,
religious and social groups to increase the resources
of the community to deal with major problems confronting
the community; e.g., community self-studies, urban
beautification, community chest drives, air pollution,
etc.   6 colleges*

Staff Consultation - Identifying, developing, and making
available the consulting skills of the faculty in
community development activities; e.g., consulting with
small businesses, advising on instructional materials,
designing community studies, instructing in group
leadership, laboratory testing, etc.   5 colleges

_____

*Represents a majority of the eleven reporting colleges

TABLE 1
(continued)

PROGRAM DEVELOPMENT

Organization and Control - Establishing procedures for
providing and controlling the physical and human
resources necessary to implement the community
services program; e.g., staff recruitment, job
descriptions, budetary development, etc.   3 colleges

Public Interpretation - Interpreting programs and
activities of community services to the college
staff as well as to the community-at-large and
coordinating releases with the central information
services of the college.   6 colleges*

Conference Planning - Providing professional
assistance to community grouos in the planning of
conferences, institutes and workshops; e.g.,
registration procedures, program development,
conference evaluation, etc.   5 colleges

Professional Development - Providing opportunities
and encouragement for staff members to up-grade
their skills in program development and evaluation;
e.g., professional affiliations, exchange visitations,
professional conferences, advanced graduate studies,
etc.   9 colleges*

Facility Utilization - Encouraging community use of
college facilities by making them readily accessible
by facilitating the scheduling process, and by
designing them for multi-purpose activities when
appropriate; e.g., campus tours, centralized scheduling
office, conference rooms, auditorium design, etc.   8 colleges*

Program Evaluation - Developing with the staff the
specific objectives of the program, identifying
sources of data, and establishing procedures for
gathering data to appraise the probable effectiveness
of various facets of the program; e.g., participant
ratings, attendance patterns, behavioral changes,
program requests, etc.   2 colleges

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*Represents a majority of the eleven reporting colleges

From Table II, we can see that more than half of the respondents attached
considerable significance to ten of the eighteen functions. (Those marked
with an asterisk are the functions which were rated as adequately imple-
mented by the majority of directors.) It would appear that administrators
are not enthusiastic about Civic Action or Leisure Time even though these
functions are adequately implemented in the majority of the colleges. It was
interesting to note the extent to which administrators attach importance to
Program Development functions (III). All but one of these functions
(Conference Planning) were seen by the majority as "of primary importance."
It was also apparent that administrators attach importance to linkages with
community agencies and institutions through use of advisory personnel and
cooperative activities. These are two of the key functions in establishing any
Community Development program. Certainly one gets the general impression in
Table II that the administrators favor a well-managed program of Individual
and Community Development activities. While one might expect Educational
Extension and Expansion to receive high rankings, it was most encouraging to
note that nearly two-thirds of the administrators also attached primary
importance to Social Outreach programs.

IV. Faculty Response

The responses from faculty were focused on the degree of relevance they
might assign various functions and the degree of interest they might express
toward personal involvement in activities pertaining to each function. The
faculty rating sheet excluded the Program Development functions since these
functions were focused on the administrative processes of the program rather
than the content of the program

The number of faculty responses received from each college varied con-
siderably. It was encouraging to note in Table III that more than half of

TABLE II

RANK ORDER OF FUNCTIONS OF NON-CREDIT PROGRAMS
AS VIEWED BY TEN SEATTLE AREA ADMINISTRATORS

	Of Primary Importance (N)	Of Secondary Importance (N)	Of Limited Importance (N)	No Response
Educational Extension* (I)	88	11	2	0
Educational Expansion (I)	77	20	4	0
Program Management (III)	68	24	9	0
Social Outreach (I)	62	28	11	0
Program Evaluation (III)	62	28	11	0
Facility Utilization* (III)	60	34	5	1
Professional Development* (III)	60	30	11	0
Advisory Liaison (II)	59	28	14	0
Public Information * (III)	58	35	8	0
Inter Agency Cooperation (II)	58	30	10	3
Community Guidance (I)	49	38	14	1
Community Analysis (II)	43	36	21	1
Civic Action * (II)	40	48	13	0
Cultural Development (I)	39	48	9	5
Staff Consultation (II)	37	47	17	0
Public Forum (II)	33	55	12	1
Conference Planning (II)	22	52	27	0
Leisure Time * (I)	21	57	21	3

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* Rated at seven or better by at least six of the colleges.
I Individual Development Functions
II Community Development Functions
III Program Development Functions

Table 1.1

NUMBER AND PERCENT OF FACULTY
RESPONDENTS FROM EACH COLLEGE
(BY COLLEGE DISTRICT)

	Faculty Respondents	Full-time Faculty Fall 1980
College I	59 (91%)	65
College District V	130 (92%)	142
College II	19 (68%)	28
College III	63 (74%)	85
College IV	72 (60%)	121
Seattle District	146 (51%)	243
College V	76 (54%)	142
College VI	25 (32%)	77
College VII	24 (23%)	104

the faculty are represented in the sample from every college but one. It
cannot be assumed that the sample is adequately randomized to reflect the
full population ... of the sampling ... return rates does not always reflect
... that ... reach a representative cross ... faculties may not
... was possible ... it was planned that the instrument would be admin-
istered at the first faculty meeting in the fall but it was apparent that this
goal was not achieved in several instances.

While there was considerable variation in the level of response from
each faculty, it seemed that translation of response patterns from each faculty
into percentages with subsequent use of _median percentages_ might help to offset
some of the limitations inherent in uneven response patterns from the insti-
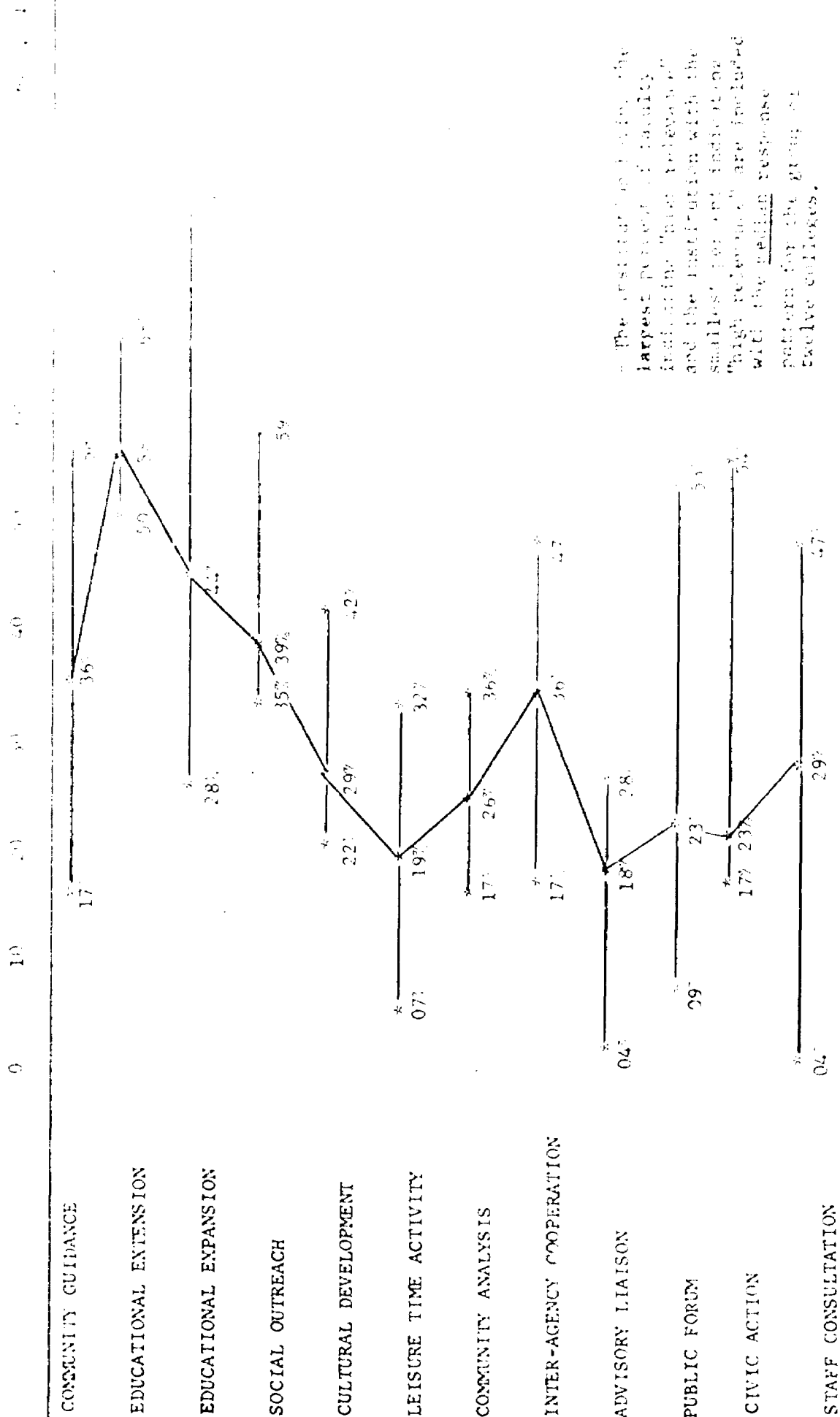tutions.

Table IV depicts the range and the median in percentages of faculty
respondents who ascribe "high relevance" to each of the _Individual Development_
(I) and _Community Development_ (II) functions. The chart indicates that faculty
respondents attach the greatest relevance to _Educational Extension_. In fact
this is the only function with a _median_ response in excess of 50%.

It was interesting to note that there was considerable variation in the
range of percentages among various functions. For example, a range of more
than forty percent from the most favorable to the least favorable response
was noted in responses to four functions:

	"High Relevance" Rating		
	Highest Institution	Lowest Institution	Range In Percent
Educational Expansion	79%	28%	51%
Staff Consultancy	47%	04%	43%
Public Forum	53%	09%	42%
Community Guidance	58%	17%	41%

TABLE IV

PERCENTAGE OF FACULTY RESPONSES FROM EACH COLLEGE INDICATING
HIGH PREFERENCE TO VARIOUS COMMUNITY SERVICE ROLES
(RANGE OF RESPONSES AND MEDIAN FOR EACH)

0   10   20   30   40   50   60   70

COMMUNITY GUIDANCE

EDUCATIONAL EXTENSION

EDUCATIONAL EXPANSION

SOCIAL OUTREACH

CULTURAL DEVELOPMENT

LEISURE TIME ACTIVITY

COMMUNITY ANALYSIS

INTER-AGENCY COOPERATION

ADVISORY LIAISON

PUBLIC FORUM

CIVIC ACTION

STAFF CONSULTATION

The next matter of concern was the degree to which faculty members express interest in becoming involved in the implementation of the various functions. A faculty member might well ascribe relevance to a function yet still express no desire to participate. The willingness to become involved, therefore, is an important reflection of faculty favorableness and perhaps a better indication of probability of support for development.

TABLE V

PERCENT OF FACULTY EXPRESSING
HIGH OR VERY HIGH INTEREST IN INVOLVEMENT

		Percentage of Faculty		
	Highest College	Lowest College	Median College	Rank Order
I. Individual Development				
Community Guidance	40%	14%	33%	6.5
Educational Extension	77%	50%	60%	1.0
Educational Expansion	85%	39%	55%	2.0
Social Outreach	63%	29%	43%	3.0
Cultural Development	52%	23%	33%	6.5
Leisure Time Activity	42%	10%	24%	12.0
II. Community Development				
Community Analysis	55%	12%	26%	10.0
Inter-Agency Cooperation	76%	22%	34%	5.0
Advisory Liaison	44%	04%	25%	11.0
Public Forum	43%	21%	29%	9.0
Civic Action	52%	16%	31%	8.0
Staff Consultancy	56%	17%	42%	4.0

It would appear from Table V that the level of interest within the Median Seattle-Area faculty ranges from about 60% in the Educational Extension function to 24% in the Leisure-Time Activity functions. Perhaps the most remarkable finding here is that at least one in four faculty members is favorable toward personal involvement in most of the functions. When one compares rank order of interest (Table V) with rank order of relevancy (Table IV) he finds them almost identical with one noteable exception. Community Analysis ranks number five (out of twelve ranks) in relevancy but ranks number ten in faculty

interest in involvement. While there is no precise explanation one possibility
is that faculty respondents perceive this activity as requiring special skills
which they do not possess.

[illegible] indicate the degree of their willingness to participate
in the [illegible] services program on a part-time basis. It was interesting
to note (in a separate question) that one in five faculty members indicated
that they would accept the invitation enthusiastically. (See faculty question-
naire for exact term.)

V. Implications for Development

As one examines the data it is quite apparent that conditions for
increasing development of community services are quite favorable. Both
faculty and administration indicate positive attitudes toward a wide range
of community services functions. Their collective response patterns suggest
that a high degree of support can be expected for expanding Educational
Extension, Educational Expansion, and Social Outreach Functions. Administrators
can be expected to push for stronger programs of Community Development which
use advisory assistance from key members of the community and which seek to
establish stronger cooperative alignments with community agencies and institutions.
Also it would appear from the response of administrators that they may prefer a
centralized approach in implementation of community services since a majority
of them rated Program Management, Public Information, Professional Development,
and Program Evaluation as "of primary importance." This emphasis on managerial
functions may tend to reflect a preference for a centralized approach to com-
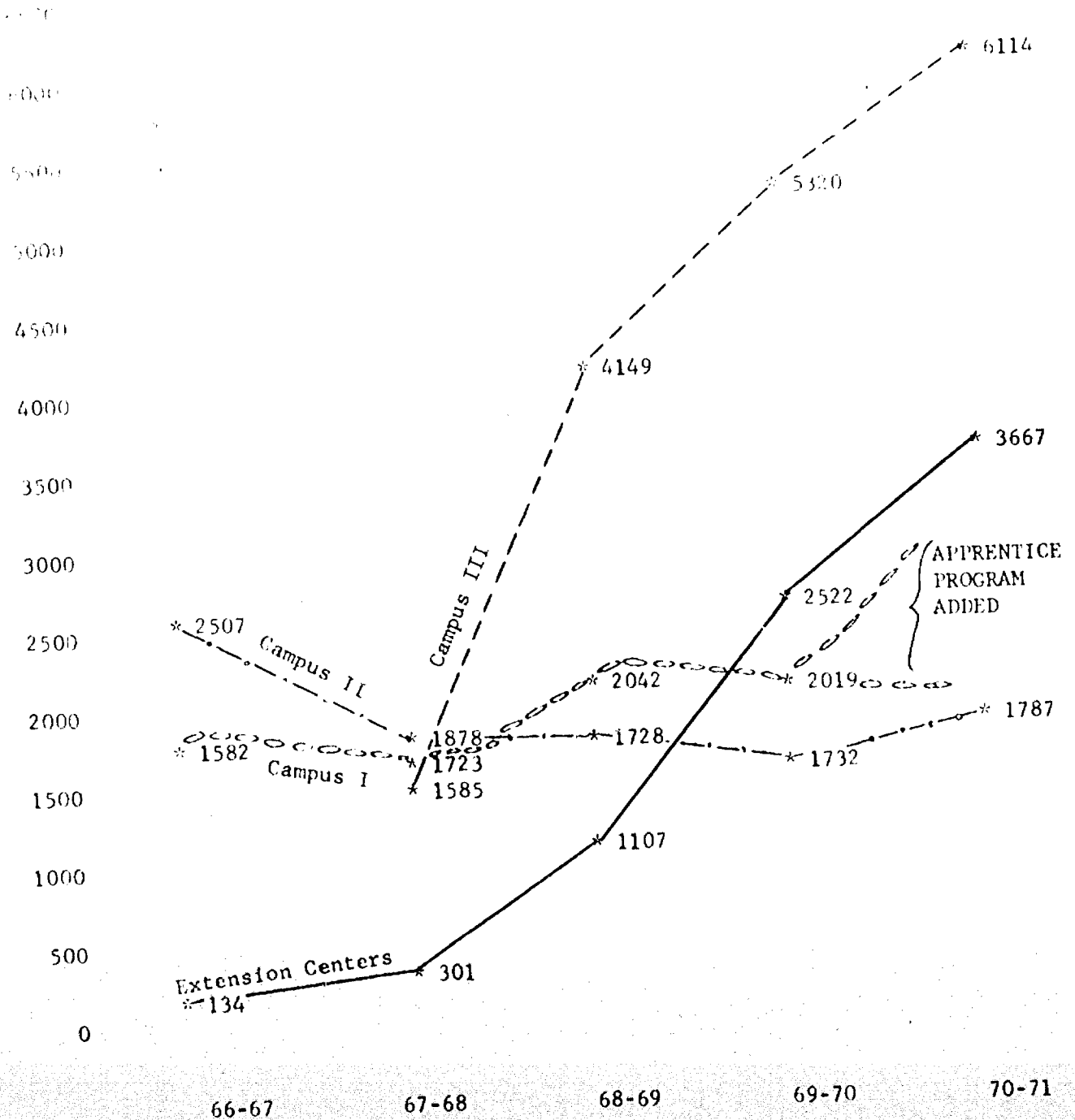munity services rather than a less centralized or diffused approach.

What then are the implications for long range planning and development
for the Seattle Consortium? There is little doubt that well conceived and
managed community services programs will increase student enrollment, affect

the composition of the student body, and alter curriculum planning with sub-
sequent effects on local [...] development and staff recruitment. [...] much
importance [...] support at state
[...] services in
[...] comprehensive implementation in a statewide
[...] Even without any change in state support
patterns, it is likely that a commitment to community services programs will
have a series of influences on planning.

Implications of Educational Extension - The Wayne County Community
College in the Detroit Area is currently servicing approximately 15,000 students
with no central campus. While this was intended as a stop gap measure to
demonstrate the need for a community college in that area it has also been
a dramatic testimony to the utility of the extension approach. In nearby
Oakland Community College which has developed a high level sophistication in
operating Educational Extension, twenty-eight extension centers are currently
supplementing three campuses. Table VI depicts the growth rate for each of
the campuses and the extension centers over a period of four years.

One can see from the chart that these extension centers account for about
one-fourth of the current enrollment of 15,142 enrolled. Mr. Walter Fightmaster
who directs the Community Services Program and who has been in charge of the
development of the extension centers estimates that about fifty percent of
the students who attended the centers probably would not have been attracted
to college any other way.

TABLE VI

COMPARATIVE STUDENT ENROLLMENT PATTERNS
AT
SANDAK COMMUNITY COLLEGE

6114

5320

4149

3667

APPRENTICE
PROGRAM
ADDED

2507   Campus II

Campus III

2522

2042

2019

2500

1787

1878   1728.

1582   1723   1732

Campus I   1585

1107

Extension Centers   301

134

6000

5500

5000

4500

4000

3500

3000

2500

2000

1500

1000

500

0

66-67   67-68   68-69   69-70   70-71

-14-

Not only will an extension center emphasis alter the student enrollment, it has profound implications for the composition of the student populations. Developments that facilitate college attendance inevitably have a favorable impact upon the attendance of adults. Timidity is perhaps the most restrictive force on adult attendance. When the Center is near the home and one can risk "the college venture" with a friend or in a familiar surrounding, it helps to overcome the timidity. Neighborhood extension centers located in high schools or elementary schools can make the first college class almost as natural as PTA.

If the extension system works well, it can have dramatic effect on the nature of the facilities at the center campus. Instead of typical classroom facilities, the center campuses can focus on more specialized facilities such as laboratories, learning resource centers, auditoriums, and gymnasiums.

Educational Extension is not the only function having institutional impact. The short courses, institutes, in-plant training programs that are part of the effort to expand education beyond the restrictions of the credit hour and into the relevance of every day needs and problems can operate as an educational magnate for adults. The major restriction on development in this area (aside from imagination) tends to be finances and reward systems. The cost of various Educational Expansion activities are not readily reimbursed in most states though there have been some break-throughs as in Illinois.

Community Guidance Impact - In addition to the impact of Educational Extension and Expansion on institutional planning is the potential impact of well-designed adult guidance centers. The writer recently completed an appraisal of the New York State Guidance Center which was established by Governor Rockefeller four years ago. The Center was affiliated with Rockland Community College.

As a part of the appraisal the enrollment pattern of adult women was studied over a period of time and also compared to similar patterns in two community colleges in adjoining counties. Over a five year period the percentage of adult women attending the college rose steadily from 12 to 20. As compared to the adult women population in colleges of adjoining counties only 7.5 were found in one of the community colleges and 13.8 in another comparable college.

The Guidance Center counseled approximately 400 women per year and provided an information center for another 2000 each year. While some of the counseled women chose to enter the local college, it was equally apparent that many women were there merely as a result of the favorable climate toward continuing education created by news releases and information from the center.

If the twelve colleges in the Seattle consortium were to cooperate in establishing adult guidance centers throughout the greater Seattle ares, the impact is apt to be similar to the response in the Rockland area of New York. This is a specific illustration as to how a community services function can alter the composition of the student body.

Implications for Curriculum and Instruction - If it is true that a well managed comprehensive program of community services affects the size of enrollment the nature of the student population and the design of facilities on the center campus, it is only logical that it will eventually shape the curriculum and the instructional program particularly if some faculty members do become involved in community action programs. Such programs quickly identify manpower needs and paraprofessional opportunities. Faculty members are unlikely to reach the same material in classes after their involvement in such things as pollution control, drug abuse programs, cultural exchange programs in ethnic areas etc. Relevance is natural - not forced.

Educational Extension

1. Master list of all educational agencies and institutions, (and key personnel) which offer post secondary courses that are readily available and used by the adult population of the area with list of offerings.

2. Roster of potentially available faculty and "credentialed" community members listed according to experience in teaching various courses.

3. Master list of all educational facilities potentially available for extension use and rated for suitability according to the following variables:

   a. Adequacy of classroom facilities for adults
   b. Cost of rental and maintenance
   c. Proximity to arterial freeways
   d. Proximity to industrial plants, hospitals or shopping areas
   e. Security and convenience of parking facilities
   f. Suitability for child-care
   g. Accessibility of food, refreshments, etc.

4. Mailing list of neighborhood information centers through which course offerings and schedules can be disseminated.

5. Master list of adult educators (address and phone numbers) in area and their assigned territories or regions.

6. Master schedule of courses in consortium on all campuses and at all centers to insure necessary sequences and to avoid unnecessary gaps or overlaps in offerings.

Educational Expansion

1. Monitored system of manpower needs provided by Employment Security Commission or developed through semi-annual survey of industry and business of the area.

2. Mailing list of union officials and union halls for distribution of information regarding up-grading courses in trades.

3. Mailing list of area persons concerned with or responsible for management training in business and industry.

4. Mailing addresses of plants with in-plant training facilities including descriptive information regarding current in-plant training programs.

5. Master calendar from other institutions and agencies of planned courses, seminars, institutes, and short courses (by season of year.)

Legal Affairs

1. Master list of all agencies (and directory) specifically designed to assist the disadvantaged with coded descriptions of the major areas of operations (i.e. housing, employment, welfare, guidance, etc.)

2. Master list of churches and pastors in ghetto areas to whom information can be sent regarding programs.

3. Master list of all programs designed explicitly for paraprofessional and new careers training, and descriptive information regarding range of service and numbers served by each program.

4. Master list of all state and federal programs of support for programs to serve the disadvantaged through educational institutions with designation of the current grants (type and amount) to Seattle Area agencies and institutions.

YOUR PHILOSOPHY ...

1 - Highly relevant

2 - Relevant

3 - In-between

4 - Irrelevant

5 - Highly irrelevant

Instructions: The following list of service functions have been implemented in some community colleges. We are interested in your judgement of the relevancy of each function for your college at this time. Also we would like to know the degree of your personal interest in participating in the implementation of any of the functions. (Please assume that participation would involve either released time or other appropriate compensation).

YOUR PERSONAL INTEREST IN PARTICIPATING:

1 - Enthusiastic

2 - Quite interested

3 - Interested

4 - Not very interested

5 - Opposed

Please note when responding that 1 is the same distance from 2 as 2 is from 3 and 3 is the same distance from 4 as 4 is from 5. Thus 3 is equal distance from relevant and irrelevant.

1. **Community Guidance Function:** Providing community members with opportunities of self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc..

2. **Educational Extension Function:** Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

3. **Educational Expansion Function:** Programming a variety of educational, upgrading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc..

4. **Social Outreach Function:** Organizing action programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc..

5. **Cultural Development Function:** Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, ethnic cultural festivals.

6. **Leisure-Time Activity Function:** Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc..

7. **Community Analysis Function:** Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc..

____ 8. Inter Agency Cooperation Function: Establishing adequate linkage with
related programs of the college and community to supplement and coordinate
rather than duplicate existing programs; e.g., calendar coordination, infor-
mation exchange, joint committee work, etc.   ____

____ 9. Advisory Liaison Function: Identifying and involving (in an advisory
capacity) key members of the various sub-groups with whom cooperative
programs are being developed; e.g., community services advisory council,
adult advisory councils, etc.   ____

____ 10. Public Forum Function: Developing activities designed to stimulate interest
and understanding of local, national, and world problems; e.g., public affairs
pamphlets, "Town" meetings, TV symposiums, etc.   ____

____ 11. Civic Action Function: Participating in cooperative efforts with local
government, business, industry, professions, religious and social groups
to increase the resources of the community to deal with major problems
confronting the community; e.g., community self-studies, urban beautification,
community chest drives, air polution, etc.

____ 12. Staff Consultation Function: Identifying, developing, and making available ____
the consulting skills of the faculty in community development activities;
e.g., consulting with small businesses, advising on instructional materials,
designing community studies, instructing in group leadership, laboratory
testing, etc.

<center>BIOGRAPHICAL DATA</center>   Check One

Your institution	Your department	Primarily Transfer	Primarily Occupational

1. Personal data: age _____   sex _____   parenthood _____ _____
                                                         yes   no

2. Do you live in the community where your college is located? _____ _____
                                                                yes   no

3. Have you taught extension classes for your college? _____   Another college? _____

4. How do you feel about having older students in your classes?

   _____ prefer them   _____ they're Ok   _____ rather not   _____ no preference

5. How would you describe your recent involvement in community life?

   _____ highly active   _____ quite active   _____ on again, off again

   _____ rather inactive   _____ totally inactive

6. Assuming some choice of responsibilities and activities, how would you react to a
   part-time assignment in a community services program?

   _____ would accept it enthusiastically   _____ would accept it willingly

   _____ would tolerate it   _____ would prefer to avoid it   _____ would refuse it

ADMINISTRATIVE JUDGEMENTS
REGARDING THE IMPORTANCE OF
SELECTED COMMUNITY SERVICE FUNCTIONS

_____

Respondent _____   College _____

Position _____

How long have you been with this college? _____

How long have you held this position? _____

How many years of administrative experience in community colleges? ___years

Instructions: The following list of functions has gained wide acceptance
as criteria for a comprehensive community services program for
community colleges. Not all colleges have implemented nor desire to implement
every function.

> Please check the relative importance of each function for achievement of
> the objectives at your college.

I INDIVIDUAL DEVELOPMENT

1. **COMMUNITY GUIDANCE FUNCTION:** Providing community members with opportunities of self-discovery and development through individual and group counseling processes, e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

    ____ Primary   ____ Secondary   ____ Limited

2. **EDUCATIONAL EXTENSION FUNCTION:** Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

    ____ Primary   ____ Secondary   ____ Limited

3. **EDUCATIONAL EXPANSION FUNCTION:** Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

    ____ Primary   ____ Secondary   ____ Limited

4. **SOCIAL OUTREACH FUNCTION:** Organizing action programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

    ____ Primary   ____ Secondary   ____ Limited

5. **CULTURAL DEVELOPMENT FUNCTION:** Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, ethnic cultural festivals.

    ____ Primary   ____ Secondary   ____ Limited

6. LEISURE-TIME ACTIVITY FUNCTION: Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports events, adult education, summer youth programs, senior citizen programs, etc.

     ___ Primary   ___ Secondary   ___ Limited

II COMMUNITY DEVELOPMENT

7. COMMUNITY ANALYSIS FUNCTION: Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.

     ___ Primary   ___ Secondary   ___ Limited

8. INTER-AGENCY COOPERATION FUNCTION: Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

     ___ Primary   ___ Secondary   ___ Limited

9. ADVISORY LIAISON FUNCTION: Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee etc.

     ___ Primary   ___ Secondary   ___ Limited

10. PUBLIC FORUM FUNCTION: Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

     ___ Primary   ___ Secondary   ___ Limited

11. CIVIC ACTION FUNCTION: Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air polution, etc.

     ___ Primary   ___ Secondary   ___ Limited

12. STAFF CONSULTATION FUNCTION: Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

     ___ Primary   ___ Secondary   ___ Limited

III PROGRAM DEVELOPMENT

13. PUBLIC INFORMATION FUNCTION: Interpreting programs and activities
of community needs to the college staff as well as to the community-
at-large and coordinating releases with the central information services
of the college.

    ___ Primary   ___ Secondary   ___ Limited

14. PROFESSIONAL DEVELOPMENT FUNCTION: Providing opportunities and
encouragement for staff members to up-grade their skills in program
development and evaluation; e.g., professional affiliations, exchange
visitations, professional conferences, advanced graduate studies, etc.

    ___ Primary   ___ Secondary   ___ Limited

15. PROGRAM MANAGEMENT FUNCTION: Establishing procedures for procuring
and allocating the physical and human resources necessary to implement
the community services program; e.g., staff recruitment, job descriptions,
budgetary development, etc.

    ___ Primary   ___ Secondary   ___ Limited

16. CONFERENCE PLANNING FUNCTION: Providing professional assistance to
community groups in the planning of conferences, institutes and work-
shops; e.g., registration procedures, program development, conference
evaluation, etc.

    ___ Primary   ___ Secondary   ___ Limited

17. FACILITY UTILIZATION FUNCTION: Encouraging community se of college
facilities by making them readily accessible, by facilitating the
scheduling process, and by designing them for multi-purpose activities
when appropriate; e.g., campus tours, centralized scheduling office,
conference rooms, auditorium design, etc.

    ___ Primary   ___ Secondary   ___ Limited

18. PROGRAM EVALUATION FUNCTION: Developing with the staff the specific
objectives of the program, identifying sources of data, and establishing
procedures for gathering data to appraise the probable effectiveness of
various facets of the program; e.g., participant ratings, attendance
patterns, behavioral changes, program requests, etc.

    ___ Primary   ___ Secondary   ___ Limited